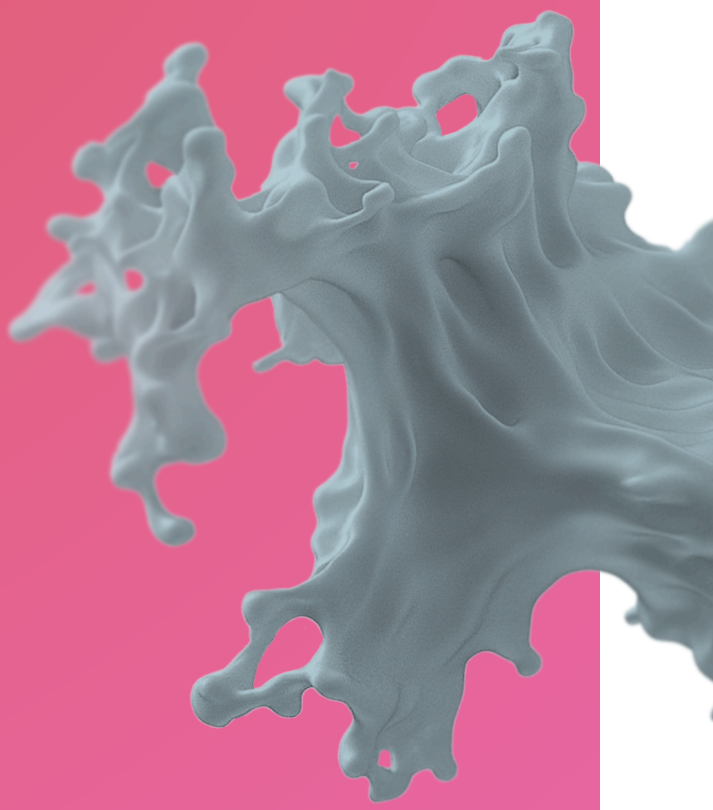
AI for Children

Artificial Intelligence Curriculum for Elementary and Secondary Schools

Using Generative AI in a Teacher's Practice

Using Chatbots in Formative Assessment



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This teaching material builds on principles of innovative student assessment developed in the Czech Republic by Associate Professor Jana Kratochvílová at Masaryk University.

Feedback form

How to work with this teaching material

This teaching material serves as a practical guide to using generative AI, especially chat-based tools, to support both formative and summative assessment. It offers clear approaches and tools for defining learning objectives, developing success criteria and their progression, as well as for generating narrative feedback and meaningful feedback for students.

Tools included in this material

The material introduces two practical tools that can significantly simplify the formative assessment process.
The first are AI assistants in ChatGPT and Google Gemini. These are predefined roles designed for specific tasks and enriched with supporting data to ensure high quality outputs. The second are prompts, meaning structured text instructions that, when entered into a chat, initiate a conversation with a clearly defined goal.

What is a chatbot

AI assistants are customized versions of tools like ChatGPT designed for a specific purpose or audience.
In short, unlike general AI chatbots, they are preconfigured to provide more focused and context aware support for tasks such as teaching, learning, or lesson planning.

What is a prompt

A prompt is a text instruction or input that you give to a chatbot or AI tool to generate a response, idea, image, or other content. In short, the clearer and more specific the prompt is, the better and more accurate the AI output will usually be

What is a formative approach

Formative assessment is an approach to teaching that sees learning as an ongoing process rather than a series of test scores or final grades. In short, its main purpose is to help students understand where they are in their learning, what they already do well, what they still need to improve, and how they can move forward effectively. At the same time, it helps teachers adapt instruction based on students' actual needs, making learning more meaningful, supportive, and engaging for everyone involved.

Why use GenAI in assessment

Chatbots do not replace a teacher's expertise, nor should they be used to assess students independently. However, they can significantly save time when formulating learning objectives, both knowledge based and competency based, as well as success criteria and feedback itself. To be effective, they need to be provided with sufficient data and context.

Guide to writing effective narrative feedback

If you are new to formative assessment, this AI assistant will provide feedback on the narrative evaluations you create. It highlights potentially problematic wording and briefly explains what to adjust and why, without rewriting your text. The system prompt for this AI assistant was developed by Šárka Polanecká from an elementary school in the Czech Republic.

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How to Use GenAI in Formative Assessment

Four phases of formative assessment

In the first phase, you use a chatbot to formulate a competency-based learning objective aligned with national or school curricula. In the second phase, you provide this objective to the chatbot and generate success criteria at three levels for teachers, for students, and if needed, adapted for students with special educational needs. In the third phase, the chatbot is used to create student friendly self assessment scales. In the final phase, based on collected evidence of learning, the chatbot helps generate narrative feedback or evaluation for students.

1 Formulating a learning objective

We recommend starting by clearly defining the learning objective. All subsequent steps, from setting success criteria to designing lesson content and creating narrative feedback, are grounded in a well formulated competency-based learning objective.

2 Formulating success criteria

Based on the learning objective and a few additional inputs, we create success criteria for student work. These criteria should be very specific, clear, and measurable.

Designing specific lessons

This teaching material does not cover lesson content design in detail, as it is a broad topic. dditional inspiration includes creating quizzes, worksheets, reflection activities, vocabulary tasks, and other learning materials with the support of chatbots.

3 Student self assessment scales

Based on the entered objective, success criteria, and some additional information, you can use the chatbot to create self-assessment scales for students based on the MAPS principle for individual criteria (we describe the scale on the next page of this teaching material).

4 Creating narrative feedback

Finally, based on collected evidence of learning, you can generate narrative assessment or feedback using a more descriptive and formative approach to student reporting.

1 Formulating a learning objective

We recommend starting by formulating a learning objective. An AI assistant or prompt can help you create a competency based objective for formative assessment. You simply provide a few inputs: subject, grade level, expected learning outcome from the curriculum, learning context or topic, and key competencies. The AI assistant then enriches the objective with relevant subject knowledge, adjusts the difficulty to the students' age, incorporates the expected outcome, reflects the learning context, and aligns everything with the selected competencies based on the provided materials.

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2 Formulating success criteria

If you already have a learning objective, you can move on to formulating success criteria. An AI assistant or prompt will help you translate the objective into three clear and measurable criteria.
First, it asks you to provide the learning objective, grade level or student age, subject, and any special educational needs. It then generates several versions of each criterion a professional version for the teacher and a student friendly version adapted to their age.
If relevant, it also includes tailored alternatives for students with special educational needs. (Note: we are still developing and testing the generation of criteria for students with special educational needs.)

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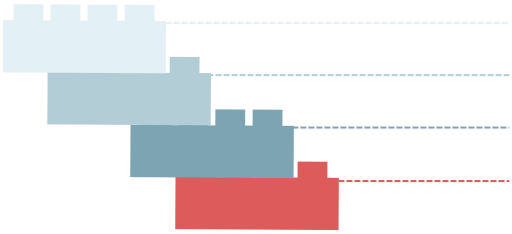
3 Self-assessment scales for students

The AI assistant or prompt can save you time by turning an assessment criterion into a clear four level MAPS scale.



M Mastered – I can do this completely on my own.

A Almost mastered – I can nearly do this on my own with a little help.

P Partially mastered – I can do some of it, but I still make mistakes.

S Still learning – I cannot do this yet and I am still learning.

You can present these scales visually for students, for example as levels built from building blocks. The AI assistant first briefly explains what each letter represents and then asks you to enter a criterion. Once provided, it generates a progression four specific, positively framed performance descriptions written in language that students can easily understand and use for self assessment. The MAPS scale works well across elementary education. This scale is adapted from a Czech formative assessment framework developed at Masaryk University to support descriptive feedback (website only in Czech).

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4 Creating narrative feedback

This AI assistant or prompt creates a motivating, well structured text based on the materials you provide. It can be used for both ongoing formative feedback and end-of-term summative reporting. First, it asks whether you want to summarize existing feedback or create a new text. Based on your answer, it either asks you to upload previous texts or files, or to provide key information about the student: initials, grade level, subjects assessed, strengths, challenges, progress, work habits, recommendations, and desired length. It then turns the input into clear, age appropriate language.

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Conclusion

The recommended AI assistants are better suited for these tasks because they have richer context. In addition to instructions, we have embedded various supporting materials into them, allowing them to draw on a broader range of information. Another advantage is that AI assistants retain their instructions throughout the conversation, while prompts may gradually lose context in longer chats and the responses may become less reliable. For this reason, we generally recommend using AI assistants. At the same time, we recognize that it is not ideal to impose a specific technical solution. At the time of updating this teaching material, only ChatGPT and Google Gemini allow users to publicly share custom AI assistants.